

## THANK YOU TO DR. FULLER



On behalf of the PASA Board of Governors, we thank Dr. Fuller for his year of service to PASA as PASA President.

Clearly, this has not

been a “normal” year for either Pennsylvania or PASA. Once schools and the state closed down in March, PASA did the same, and Dr. Fuller then had to lead not only his district through the challenges a pandemic brought to instruction and student services but also PASA and its operations.

While focused on providing meals to students in the Freedom Area SD, setting up virtual learning, leading his staff, and planning for the fall and school reopening, Jeff also was working closely with PASA officers

and Dr. Mark DiRocco to ensure that PASA services continued seamlessly, as staff transitioned to working in a virtual environment, reconfigured professional learning programs, and focused on providing members with the latest information and guidance from the state and federal level through the website, daily and then weekly briefings for superintendents, and virtual advocacy with state policymakers concerning the impact of the pandemic on public schools.

As PASA president, Jeff was able to lead the PASA Board of Governor in April in a virtual meeting, with another planned this month (September 10), participate in advocacy efforts with both the Department of Education and the Governor’s Office, provide guidance concerning PASA’s position on key issues such as limited liability for school administrators, and, with Dr. DiRocco, lead the PASA Executive Committee in a virtual summer retreat on important discussions about PASA operations, planning and priorities. In addition, he was able to submit columns for

*The PASA Flyer* that focused on support for school administrators and the importance of taking time for yourself, despite the time challenges.

Beginning October 1, Jeff will chair the Membership Committee as Past-President in 2020-21.

Because the 2020 PASA/PSBA School Leadership Conference will be virtual next month, PASA will be unable to honor Jeff in person this fall for his hard work and leadership. However, we are proud to thank him for his outstanding service to PASA in a very challenging year.

THANK YOU, JEFF!

### PASA Membership Year Begins October 1

## HAVE YOU RENEWED YOUR MEMBERSHIP?

Stay connected to PASA and your peers across the commonwealth in 2020-21 as we work together to navigate through uncharted waters and an upcoming school year that is anything but “normal.”

PASA is working in Harrisburg and throughout the Commonwealth – and AASA is working for you in Washington D.C. – to influence policy, build support for public education, and provide school administrators with both the information and professional development they need, particularly now.

### Why is PASA membership important to you?

The virtual briefings PASA has provided to superintendents since March are just one example of how your professional association seeks to support you with the vital information you need to manage your district, whether in a crisis or during any school year.



Legal advice and assistance, weekly updates, *The PASA Flyer* and professional learning programs that meet your needs are all an essential component of PASA’s mission: supporting school district leaders.

Membership in both PASA, your professional state organization, and in AASA, the only national organization representing the interests of school district superintendents, is vital for you personally, for the profession and for public education. And never has it been more important – and valuable – for school leaders to be part of their professional associations.

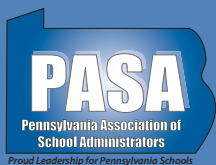
### No Dues Increase in 2020-21!

Recognizing that this is a unique time in Pennsylvania, the PASA Board of Governors has frozen membership dues in all categories for 2020-21. This ensures you will receive

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The *PASA Flyer* is published monthly by the Pennsylvania Association of School Administrators.

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#### **PASA Members:**

Please report your appointments, renewals, awards or special achievements, or that of others in your region to **Barbara Jewett** at PASA either by phone (717) 540-4448, by fax (717) 540-4405, or via email at [pasa@pasa-net.org](mailto:pasa@pasa-net.org). Copy deadline is the 1<sup>st</sup> of each month.

## FROM THE EXECUTIVE DIRECTOR DR. MARK DIROCCO

# THE ROLLER COASTER RIDE CONTINUES



The 2020-21 school year has finally opened across the state. Most districts began operations during the final two weeks of August, and the remainder will open after the Labor Day holiday.

All three educational models are active across our 500 districts. Media reports have indicated that about 25% of districts have chosen to begin the year in a virtual format. Although this is a small percentage of districts, it represents a very large segment of the Pennsylvania student population, as many of the districts choosing to use a virtual model are large urban districts such as Philadelphia, along with many large suburban districts. About 40% of districts began the year with some type of blended (hybrid) model, where only a portion of the students attend school while others learn remotely at home. Finally, we understand that about 35% of districts have chosen to operate with a full in-person program for all students.

The month of August, like every month dating back to March, was a roller coaster ride for school leaders. As new state guidance unfolded based on new recommendations from the health field, school districts found themselves revamping their health and safety plans and, in some cases, changing their learning model just before the school year opened. Others delayed their initial opening date to review new guidance to review the transmission rates of COVID-19 in their respective counties before finalizing a model of operation. No matter what learning model was ultimately chosen by the district, there are consequences to learning, as every option has its downside and critics.

Districts that provided two or more options for parents seemed to navigate the turbulent waters of school reopening the best. Many districts opened with either full in-person learning or a blended option, but also gave parents the choice of a full virtual option. These districts seem to have met the preference of most parents and experienced the most support.

Unfortunately, once the decisions were made as to how to open school, the issue was far from over.

I have personally spoken with five school leaders who opened with either blended or full-in person learning only to have reports of confirmed COVID-19 cases within days of opening, forcing them to either quarantine staff and students, shut down buildings, or close the entire district for a period of time. Every school district that is currently operating with some type of in-person learning is susceptible to this scenario, causing disruption to students and their families. The roller coaster ride of the summer has continued into the school year and will probably be with us until there is an effective vaccine or treatment for the virus.

To assist school leaders with the sudden realization that they have one or more confirmed Coronavirus cases in their district, the Department of Education introduced the Rapid Response Center (RRC). When district administrators learn of an identified case of COVID-19, they are to call the RRC, who then notifies the PA Department of Health (DOH). Within a short period of time, DOH should contact the district to assist with decisions on quarantine or closures.

I received word of mixed results with this service. Some districts received immediate return calls, while others waited hours or even into the next day before they heard back from DOH. I contacted PDE about this issue, as the timing of these decision must often be made in minutes by school leaders. I have been very grateful for the efforts of PDE Deputy Secretary Matt Stem and Special Assistant to the Secretary of Education Sherri Smith. They were very receptive to my concern about the timeliness of responses. Over the past week, I have fielded calls or texts from superintendents who did not get an immediate response from DOH. Each time I have contacted Matt and Sherri, the superintendent received a call from DOH within the hour. Their efforts have been very appreciated.

As we all continue the roller coaster ride over the next few months, please don't hesitate to contact me or the staff at PASA if you need assistance or just want to talk through a situation. We have people who can help or direct you to others who are able to assist you. Please know that you are not alone in dealing with the issues of this pandemic.



## NEWS RECAP

Don't forget to check the PASA website for the weekly **Education Update** that provides a summary of up-to-date legislative, state and national education news. For more information on the following news briefs, see the PASA Web site at [www.pasa-net.org](http://www.pasa-net.org). (Click on "News and Advocacy" to access the current and archived updates.) And follow us

on **Twitter** for the latest updates @PASASupts.

### In Budget & Finance News

**State Revenue:** Pennsylvania collected \$2.5 billion in General Fund revenue in August, which was \$209 million, or 8.9 percent, more than anticipated. Fiscal year-to-date General Fund collections total \$6.7 billion, which is \$210.3 million, or 3.3 percent, above estimates.

### Legislative News

**Session Schedule:** The House and Senate are in session this month and into October on alternate weeks. COVID-related issues continue to be a top focus at the Capitol.

### State News

**Extended State Emergency:** On August 31 Gov. Wolf signed a proclamation extending Pennsylvania's disaster emergency an additional 90 days. The order has been in effect since March 6.

### National News

**CARES Act Fund Distribution:** A U.S. District Court judge last month issued an injunction order against the USDE's recently published rule on equitable services and distribution of CARES Act funding. AASA, PASA, and school leaders across the nation weighed in on

the proposal to condemn the department's interpretation of the CARES Act, an interpretation that would distribute funds to public and private schools based on total student count rather than poverty, as is required under Title I and as was the intent of the CARES Act. The USDE has indicated it will appeal the decision.

**Quality Counts 2020:** *Education Week's* latest Quality Count reports notes the continue disruption of COVID-19 on K-12 schools and ongoing equity issues. Based on federal and state data, the report gives the U.S. a grade of C on a range of academic, school finance and long-term socioeconomic indicators. Pennsylvania earned a B-.

**Education Platforms of National Parties:** While Republicans this summer announced no change from their 2016 platform on education and other issues, one that promotes school choice and charter schools and calls for teaching American exceptionalism, the Democrats released a new platform that focused on increased federal funds to close achievement gaps, more stringent "guardrails" for charter schools, incentives to develop a more-diverse teaching workforce, and the idea that education is a public good and not a commodity.

**Sports and Transgender Athletes:** A federal district judge last month issued an injunction blocking a recently enacted Idaho law that bars transgender females from participating on girls' or women's school athletic teams as a violation of the U.S. Constitution's equal-protection clause.

### COMING UP

As pandemic issues remain politicized and the November 3 election is less than two months away, lawmakers are meeting in fall session to challenge the governor's actions on COVID-19 and consider other bills that could impact state voters. Talks in Washington about additional federal aid for states and schools continue without resolution, while K-12 schools and universities confront ongoing issues related to COVID testing and positive cases. Stay tuned for the latest information by following us on **Twitter** @PASASupts.

## MEMBERSHIP

*continued from page 1*

the same services and support next year at NO additional cost.

### Important Dates & Renewal Information...

The membership year begins October 1. Membership listings for the 2020-21 annual PASA Membership Directory are due to the publisher on October 7. Renew your membership this month to ensure that your name will be included in this year's directory and you will continue to receive monthly issues of *The PASA Flyer*.

**IMPORTANT NOTE:** Due to some Postal Services issues over the summer and continuing this fall, some membership renewal forms may not have reached us – and some envelopes were returned to senders many weeks after they were mailed. If you have a question about whether your form and/or check has been received, please contact us ASAP. Also, we encourage our members to **renew online** or scan completed forms and send them by email if possible. See the PASA website at <https://www.pasa-net.org.join> for renewal information, including which membership option fits your current position. Membership questions should be directed to Jolene Zelinski at [jolenez@pasa-net.org](mailto:jolenez@pasa-net.org).

**Stay connected to YOUR professional association!**

### SHARE WITH YOUR STAFF!

## Superintendent's Letter Exam Test Prep Session

**Saturday, September 12**

**9:00 – 10:30 a.m. ~ Virtual Zoom Session**

The Center for Educational Leadership at Shippensburg University, in partnership with PASA, is offering a low-cost virtual study session to help interested educators prepare for the Superintendent's Letter exam.

### COST:

\$35 pp for Shippensburg University students and alumni  
\$45 pp for all others

**Checks payable to Shippensburg University;  
mail payment to:**

Shippensburg University  
Attn: Cindy Poe/Educational Leadership  
1871 Old Main Drive, Shippensburg, PA 17257

**Zoom link will be sent upon registration submission and receipt of payment.**

**CLICK HERE** to register.

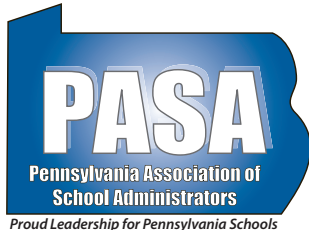


# MEMBERS TO VOTE THIS MONTH ON PROPOSED PASA RESOLUTIONS

The Resolutions Committee has drafted a revision of the PASA Resolutions for 2020-21 and will present it to the PASA Board of Governors for its consideration this week. The updated document will offer guidelines for PASA's positions on both ongoing and new education issues.

During their meeting on September 10, the Board will review the draft and vote to recommend it as is or with additional edits. Beginning September 14, the Board-approved draft will be posted on the PASA website for review by the full membership at <http://www.pasa-net.org/resolpriorities>.

Later this month, voting members of PASA will receive by email information for voting on approval of the draft Resolutions via SurveyMonkey. (Ordinarily, this action would occur during the annual association meeting during the PASA/PSBA School Leadership Conference. However, this year's conference will be virtual.) Voting members include those who are Commissioned Officer, Small District Leader and District Cabinet/Central Office members.



## Contacting PASA

PASA staff continues to work remotely. However, we are available for you as we always have been. For urgent questions and concerns, call our alternative phone number: 717-514-8718. For general questions, contact PASA via the general email ([pasa@pasa-net.org](mailto:pasa@pasa-net.org)) and your question will be directed appropriately and promptly.

In addition, you may send an email directly to specific PASA staff members. ([Click here](#) for the staff list.) We monitor all correspondence and respond as quickly as possible. Please do not hesitate to contact us with your questions and concerns!

# PASA OFFICER UPDATE

"Thank You" to **Dr. John Bell** for his service as PASA President-Elect and chairman of the Resolutions Committee in 2019-20. John will begin his term as PASA President on October 1.

Thank you also to **Dr. David Baugh**, formerly superintendent of the Centennial SD, who served as PASA Treasurer until transitioning to his new role as superintendent in Aspen, Colorado, and to **Dr. Tom Lesniewski**, superintendent of the Punxsutawney Area SD, who was elected PASA Treasurer, agreed to take on the position last spring, and will continue as association treasurer in 2020-21.

Finally, a sincere thank you to **Dr. Richard Fry**, as he completes his three-year commitment of service to PASA serving as President-Elect, President and Past-President. Previous to serving as an association officer, Rich served a long time as chair of the PASA Legislative Committee and as PASA Treasurer, and has served as a presenter in numerous PASA programs. Thank you for your outstanding commitment and service to PASA, Rich!



## October 14-15

From top-notch keynotes and relevant educational sessions to networking opportunities and interaction with exhibitors, it's the same signature conference experience in a new **virtual** format.

Don't miss sessions in eight concurrent session blocks, virtual exhibits, online student performances and keynote presentations.

### FEATURED KEYNOTES:

**Baruti Kafele**

"Diversity, Race and Equity:  
Considering All of the Learners"

**Dr. John Hodge**

"Helping Students to Bounce Back: Effective Strategies  
in Traditional and Virtual Learning Environments"

**Conference registration is FREE for PSBA  
and PASA members!**

**REGISTER TODAY!**

<https://www.paschoolleaders.org>

# NAVIGATING A NEW SCHOOL YEAR: RESOURCES & UPDATES

## **More Questions about School Athletics...**

To sport or not to sport – that is the question. To spectate or not to spectate. That's another question.

As this issue of *The PASA Flyer* is published, the world of high school sports has become another flashpoint of controversy.

First, Gov. Wolf recommended a hold on interscholastic and recreational athletics until January 1, citing concerns about COVID spread. The legislative PA Athletic Oversight Committee then held a public hearing on the issue, bringing in the PIAA, athletic directors and school officials. **Lee Ann Wentzel**, superintendent of the Ridley SD and PASA's representative to the PIAA, was among those testifying. The PIAA Board formally responded to the governor's recommendation on August 21 by confirming that school districts could begin their interscholastic sports seasons as scheduled, subject to decisions by local school officials.

Then the Wolf administration changed its initial guidance prohibiting spectators at athletic events to stating that all sports-related activities must adhere to the gathering limitations set forth by the Governor's Plan for Phased Reopening (25 or fewer people for indoor activity, 250 or fewer people for outdoor activity), and the facility as a whole may not exceed 50 percent of total occupancy otherwise permitted by law. All individuals present at the facility at which such activities are held will count toward gathering limitations and must comply with face covering orders and social distancing guidelines.

The problem with that guidance is not only the exclusion of most parents, grandparents and community members at games and meets (a PR nightmare in itself), but also the number itself. Take football, for example. As many superintendents have pointed out, once you add up the number of football players and coaches, the referees and stadium staff and, for good measure, the band and cheerleaders, you likely could be already over 250. And in a sport such as volleyball, limiting the indoor number to 25 essentially means no spectators – and probably some bench players in the hallway during the match.

As they have since the pandemic began, House Republicans immediately pushed back, introducing HB 2787 to allow school officials to make decisions about how many spectators and total individuals to allow in their facilities. The bill is poised for approval in the Republican-controlled Senate this week, and has, in fact, had some bipartisan support in both chambers, perhaps enough to ensure a veto-proof majority.

Whether or not the legislature is able to overturn a veto is one question. The other question is what happens if the veto is indeed overturned, as school administrators and school boards then will be responsible for making decisions on how many people are allowed in a district's stadium or gym and how that is policed – not to mention policing of mask wearing and social distancing. In some districts, where COVID concerns have been low within the community, this will be an easy decision and the stands could be nearly full. For others, where COVID concerns have been higher, it will be less clear cut and will mean concerns about who to allow and who to exclude – and significant concerns about liability issues related to decision-making. Stay tuned....

## **Federal News Updates...**

**Student Assessments in 2020-21:** U.S. Secretary of Education Betsy DeVos confirmed with state officials last month that there will be

no testing waiver in 2020-21. "At a time when vulnerable students have been hurt the most by the pandemic, such tests are among the most reliable tools available to help us understand how children are performing in school," she said.

**School Food Program Extension:** The USDA has extended several flexibilities associated with the Summer School Food Service Program (SFSP), thus allowing school districts to continue serving free meals to children for this semester.

**Funding for PPE:** The Federal Emergency Management Agency (FEMA) announced last month that it would no longer provide funding for personal protective equipment (PPE) in schools and communities, including cloth face masks or other PPE.

## **State News Updates...**

**Wearing Masks:** The PA Department of Health last month issued updated requirements for student to wear masks at all times (including recess), even when six feet of social distancing can be achieved in the school or on school grounds, but allows school officials to let students remove face coverings when eating or drinking when spaced at least six feet apart, when wearing a face covering could be unsafe, or during 10-minute "face-covering breaks" when students are six feet apart.

**Recommendations on Addressing COVID Cases in Schools:** The PDE and DOH last month issued [recommendations](#) to Pre-K to 12 schools for use in consultation with public health staff when making decisions related to school procedures following a case of COVID-19 in a school. The recommendations include an action chart, communications information and a webinar outlining several scenarios to provide additional clarification.

**Rapid Response Center:** The DOH has now set up a Rapid Response Center (RRC) to more quickly address questions concerning COVID-19 issues. Intermediate units have sent school officials a phone number to call, and both the I.U. and the DOH will staff the hotline 24 hours per day, seven days per week. Calls to the RRC number will be directed to the DOH, and a representative of the DOH will respond quickly.

**Updated Guidance and FAQs:** The PDE continues to update [guidance](#) and [answers to FAQs](#) related to a host of issues, from transportation to fire and safety drills to special education services. PASA continues to be in contact with department officials concerning key issues of concern from across the state.

## **PASA Resources...**

We are providing on the PASA website links to updates, resources, information and strategies from both the state and federal level to help in planning and management as schools prepare to reopen. Find the resources here: <https://www.pasa-net.org/coronavirus>. PASA updates this growing list as information and resources continue to develop. If you know of a website that provides useful ideas and guidance for school leaders, please let us know at [pasa@pasa-net.org](mailto:pasa@pasa-net.org).

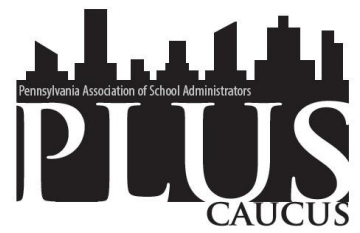
## **Daily Briefings...**

Although PASA no longer holds weekly web briefings on issues related to the pandemic, we continue to hold special briefings for superintendents as needed when issues arise or new guidance is issued to provide chief school administrators with the information they need.



# SUPPORTING STUDENTS IN A HYBRID OR VIRTUAL FORMAT

BY STEPHEN RODRIGUEZ, CAUCUS PRESIDENT  
AND SUPERINTENDENT OF THE POTTSTOWN SD



Last spring one of the many problems we all faced was student attendance and student engagement. With a large

number of districts starting the school year in a virtual or hybrid format, this is again coming up as a concern. In an urban district, where resources are sparse and the need is great, we know we have zero time to waste if our students are to stay on track.

Now, I'm a firm believer in giving credit where credit is due. *PDE: You did an awesome job. Well done!*



PDE did a fantastic job providing district leadership with the 70-page report called "[Attendance Playbook](#)," which was easy to understand and easy to use. It outlined how to increase attendance in the current pandemic era, regardless of format: hybrid, virtual, or other.

We are implementing student support teams at every school, but with a district-wide focus. We have already made around 500 personal phone calls to families, not including teacher calls or "robo-calls." Robocalls haven't made any difference for us in years past, so we gave them up. Here are some strategies that might help your district:

- ♦ **Be Positive.** Truancy has a hugely negative connotation to parents. Who wouldn't resist punitive measures? Be sure your teams are trained to stay positive in all interactions.
- ♦ **Build Relationships.** It works in the classroom and it works with families who are struggling with attendance. Trust is built over time, so stay in it for the long haul.
- ♦ **Bank Your Time EARLY!!** Each week a ninth-grade student fails to attend school, he or she increases the chance of dropping out by 25%. Don't wait for the first couple of weeks to go by! That's the main reason we activated our support system on the second day of school. It could be the difference between students failing months later, or not.
- ♦ **Bring a Team Together.** We realized we have a lot more resources for families in our little district after we reviewed the attendance playbook. We needed to have a reason and method to talk to each other so that we could make a difference. It's the beginning of our journey, but we are encouraged!
- ♦ **Blend New Strategies with your New Learning Model.** Home visits used to be a last resort strategy, but now we started home visits on the third day of school, with positive results.

But the attendance playbook gave us other tools we under-considered: physical and dental care, mental health counseling, student mentors, outside-agency coordination, and more.

If you are scanning this article thinking, "This doesn't apply to us; we don't have attendance problems," consider this: Covid-19 has and will continue to have a negative effect on student engagement. Attendance in virtual, hybrid, and even every day, in-person models has two levels: checking in physically and checking in mentally. Academic progress has slowed to a crawl. A strong student support team using proven strategies and interventions will help us ensure our students succeed in both attendance and achievement.



## A MEMBERSHIP BENEFIT! PASA LEGAL SERVICES

PASA's legal staff offers a wide range of employment-related legal resources and services to PASA members who are Commissioned Officers. These services include consulting services, employment contract services, non-litigation dispute resolution, and assistance with the negotiation and development of separation agreements.

Go to:

[www.pasa-net.org/legalservices](http://www.pasa-net.org/legalservices)  
to read more about it.







# THE WORST AND BEST OF TIMES

BY CONNIE KINDLER,  
CONSULTANT FOR PROFESSIONAL DEVELOPMENT



is educationally best for students, yet you are being tasked with health-related decisions fraught with complexity and uncertainty. The resulting frustration, stress, and anxiety that you feel provide understandable reasons to view these months as your worst of times.

However, it is important for our mental well-being to focus on the silver lining. Although the positive aspects of this pandemic are difficult to identify, I believe there is a silver lining that will linger beyond the pandemic.

One bright spot is your growth as a leader.

Leaders are accustomed to being in control of their organizations' outcomes. This pandemic is driving home that fact that, while we cannot control certain events, we do have control over our responses to them. You have learned how to filter out the distracting "what ifs" in order to maintain your focus on the best decisions for your unique communities.

Also, discomfort initiates introspection. Your distress is likely causing you to self-examine your own strengths, vulnerabilities, attitudes and values. This greater sense of self-awareness enhances your ability to develop, navigate and maintain positive relationships with others.

Remember this as well: Hardship triggers the recognition that we are not immune to emotional pain. This acknowledgement is humbling and the resulting humility enriches your feelings of gratitude and compassion.

Another silver lining is the prospect of the emergence of a true student-centered future. Prior to the pandemic it was difficult for many to understand our quests to transform education. However, the case for change is being made. During and beyond this crisis, we must continue to engage our educators, parents and communities in the creation of a transformational vision for the future. This opportunity is ours to lead.

During this crisis we are reminded daily of the worst of times. Yet, it is incumbent upon us to individually and collectively focus on the best of times as described by Charles Dickens in *A Tale of Two Cities*: "It was the **best of times** ... it was the **age of wisdom** ... it was the **season of light** ... it was the **spring of hope** ...."

As disruptive as this time is, let us continue to grow individually and collectively, and be the beacons of wisdom, light and hope for our children and their future!

## COMING UP...

Fall Webinar Series: "Cultivating a Culture of Social Justice and Equity"

Noon to 1:00 p.m.

This series of webinars will focus on enhancing school leaders' capacity for the creation of fair and just environments in which all learners experience equity and excellence. Participants will explore leadership strategies to combat biases and hatred through responsive practices that encompass, recognize and value the experiences and cultures of all learners.

**September 16:** Combating Hatred: Transformational Educators Striving for Social Justice

**October 21:** Problem Child: Leading Students Living in Poverty Toward Infinite Possibilities of Success (**Sponsored by Newsela**)

**November 18:** Implicit Bias in Schools

**December 16:** Culturally Relevant Leadership for Equitable Schools

**Series Fee:** No fee for PASA members (pre-registration required); \$120 for nonmembers

"Building Culture from the Inside Out"

Monday, September 28: 10:00 – 11:30 a.m.

**Presenter:** JC Pohl, co-founder of TEEN TRUTH

The Coronavirus pandemic has made it challenging, but building a strong school culture should still be the first priority of every school leader. It is proven to decrease SEL issues, enhance academic performance, and increase student engagement. Whether you are working in a traditional, hybrid, or remote learning model, this interactive workshop reveals a framework for giving students a voice and empowering them to take ownership of their school culture.

**Fee:** \$49 for PASA and PA Principals Assn. members; \$59 for nonmembers

See the [PASA website](#) for more information.



## THOUGHT FOR THE DAY

"I've never been more proud to be a retired superintendent because of the current professionals in this role. Over recent months, I have heard from many of them as they make plans, not speeches, and as they take action, not continually debate. They demonstrate compassion, not callousness. Yes, they make decisions, yet remain flexible as new information surfaces.... These superintendents want this job they fill today, and they represent servant leadership at its best. Someday, the sun will fall on COVID, and we all will be left with important lessons. The pain will subside, but the pride should last forever. We ought to be thanking our education leaders who are stepping up to take on the job nobody wants to do." – Jim Mahoney, a retired superintendent and now executive in residence with the George Voinovich School of Leadership and Public Affairs at Ohio University in Athens, Ohio (from "I Wouldn't Want Your Job," published in the September issue of *School Administrator*)



# RESPECT

BY BARBARA WALVORT JEWETT, ASSISTANT TO THE EXECUTIVE DIRECTOR

This is a time of tough decisions, many times decisions in which there isn't a real "winner."

Dr. Jim Scanlon, superintendent of the West Chester Area SD, noted that reality when testifying on July 28 before the Senate Republican Policy Committee on return-to-school decisions. "The latest parent survey data in West Chester Area School District asked if parents preferred hybrid,

cyber, or full in-person education this fall. More than 8,000 parents completed the survey. 40% want hybrid, 40% want in-person for all students, and 20% want cyber. No matter what our board chooses, at least 60% of the people won't be happy."

Beyond decisions about what kind of education school districts are offering this fall – and if or when that could change – add to it the decisions about whether the district will need to let support staff go when fewer students are in the building, or the "how to" of school athletic programs: Who will be in the stands? How will they be in sitting in the stands? How will we "police" numbers and mask-wearing and social distancing?

The push/pull of local control vs. state control has always been a hot topic in Pennsylvania, and it certainly is reflected in legislation and guidance about this school year. Just as the federal government has deflected to governors the responsibility for "taking care of" the COVID crisis – and then criticized those decisions – so do states often deflect to local school officials many of the decisions about health and safety and the "how to" of addressing pandemic-related concerns in schools.

Making those health and safety decisions without enforcement teeth certainly complicates the decision-making process and puts superintendents and school administrators in the crosshairs far too often. And what often makes the process harder is knowing that there is a thread of disrespect for public school officials and for public schools generally among too many policymakers, editorial boards and the general public.

For example, during a recent House Appropriations Committee discussion on a bill that would allow parents to elect to have their children repeat a grade if they felt their 2020-21 education was insufficient, the chairman of the committee, Rep. Stan Saylor (R-York), after prefacing his remarks by saying that public schools are not adequately preparing students for life, work or education beyond K-12, said, "I have high hopes all of our superintendents have had plenty of time to prepare and to teach, but in the end it is the responsibility of those superintendents at those public schools to do the job our cyber schools, the brick-and-mortar charter schools, our Catholic schools and our Christian schools, and private schools are doing. If they can't do it, then that is to their blame."

There is push/pull on the local level as well. Sometimes when superintendents are making decisions based on guidance and requirements from state officials and based clearly on health concerns (i.e. closing school buildings with multiple positive COVID cases), those decisions and actions are questioned not just by parents and the public but also by school board members, who just don't like the implications of the situation (postponing a football game, for example) and want a different decision not based on facts.

Making tough decisions about the education, health and safety of students and staff in our schools is hard enough without a corresponding lack of respect for those tasked with making them. At a time when guidance continually changes, the educational landscape has been turned upside down, and the voices of negative criticism both at the local and state level continue to rail at crucial decisions a superintendent makes, a growing concern now is how many educators will see the superintendency as a goal – and how many current superintendents will retire early or move in a different direction professionally because of the lack of respect and support.

Last month the PASA Resolutions Committee met to redraft the PASA Resolutions for 2020-21 and discussed the growing concern about attracting and supporting those who take on the mantle of school administration, particularly the superintendency. As drafted, the Resolutions adds language that calls for more respect for those charged with ensuring public schools meet the needs of all students at a critical time in our nation's history.

In the General Priorities section, the committee made the following change in one area of priority: "Promoting and advocating for high-quality preparation and professional development programs that will ensure school system leaders are well prepared to serve as instructional leaders in Pennsylvania's public schools, providing ongoing opportunities for them to further develop their leadership skills, and **promoting support and respect for the profession and those who consider or assume the role of public school administrator.**"

Under "Management and Leadership for Effective Schools," the committee also added a General Principle: "**Public school administrators must be supported consistently both at the state and local level to ensure successful and positive student and district outcomes.**"

PASA continues to advocate for the crucial work you do every day. We are discouraged by too many comments and criticisms from the state and local level that paint administrators in a negative light and denigrate their decisions. Criticism of the teaching profession has had no small part in turning too many gifted and talented young people away from the teaching profession already. We can't allow that to continue or extend to the administrative profession – and we must bring back respect for those who seek teaching and administration as noble callings.

If we want to ensure continuing success of public schools, if we want to ensure that this keystone of the public trust continues to be led consistently by highly qualified leaders, we must respect what they do. That will continue to be our priority.





See the PASA website for program updates at  
<https://www.pasa-net.org/programs>.



**Part 1: "Strategic & Cultural Leadership"**  
**September 22-23**  
**(PIL/Act 45 approved for 25 hours)**

New superintendents will learn strategies for developing and enacting a mission, vision and core values for the academic success and well-being of all students. Facilitated discussions led by experienced school leaders will focus on prioritizing safety, developing a positive relationship with the school board, creating an organizational structure based on the district's needs and priorities, developing an appropriate superintendent evaluation process, and assuring equitable opportunities for all students. <https://www.pasa-net.org/workshopnsa>  
Coming up...

Part 2: Systems Leadership (Nov. 16-17)

Part 3: Professional & Community Leadership (Jan. 21-22)

**PA SUMMIT**  
**for Assistant Superintendents**  
**& Supervisors**

**"Bridging SEL Research and the Applied Implementation of SEL in Schools"**

**November 6 - 9:00 a.m. to 1:00 p.m.**

Presenter: **Carol Paxton, Ph.D.**, Director of the Center for the Promotion of Social and Emotional Learning  
**(PIL/Act 45 approved for 25 hours)**

Focused on the model of social and emotional learning utilized by the Collaborative for Academic, Social and Emotional Learning (CASEL) and implementation considerations that rely on the latest SEL research, the Summit will provide an overview of SEL, its importance, and basic considerations for successfully implementing and sustaining SEL in districts, schools and the community.

Learn how to: increase district-wide awareness of SEL particularly during the COVID pandemic, with its emphasis on virtual learning and parent support, and during a time of racial tension; establish an SEL committee(s) within your district; create SEL action plans for implementation; develop strategies for supporting the SEL of those who are supporting staff and students (including self-care and self-efficacy); and seek SEL funding.

**Encourage your assistant superintendents and supervisors to register for this PIL-approved program!**

**\*\*SUMMIT SPONSOR\*\***



<https://www.pasa-net.org/2020pasasummit>

Each month, PASA, in coordination with the Technology Committee and CoSN (Consortium for School Networking), will publish a monthly technology-focused news item of interest to members of PASA.



## TOPIC: EMPOWERED SUPERINTENDENT WEBINAR SERIES

The Consortium for School Networking ([CoSN](#)) and its state affiliate chapter, Pennsylvania Association for Educational Communications and Technology ([PAECT](#)) are honored to support the work of current and aspiring superintendents and district leadership teams in leading all aspects of digital learning transformations.

### **School Leadership 2020-2021: Unprecedented Challenges in a COVID-19 World**

On Monday, September 14 at 5:00 p.m., the EmpowerED Superintendent Webinar Series, co-hosted by CoSN, AASA and edWeb.net and sponsored by ClassLink, begins its third season.

The initial broadcast for Season 3 is titled "School Leadership 2020-2021: Unprecedented Challenges in a COVID-19 World." Guest panelists include Dan Domenech, AASA Executive Director, Keith Krueger, CEO of CoSN, and Dr. David Schuler, superintendent of Township High School District 214, Illinois and Chair of the CoSN Superintendent Advisory Panel. Ann McMullan, CoSN EmpowerED Superintendent Initiative Project Director, returns as the host/moderator for the series.

Free registration for the September 14 webinar is available. [Click here.](#)

### **Cybersecurity: Keeping Everyone Safe in Today's Learning Environments**

The second episode of Season 3 of the EmpowerED Superintendent Webinar series airs on Monday, October 12, in conjunction with National Cybersecurity Awareness Month. The title of the October 12 webinar that airs at 5:00 p.m. is "Cybersecurity: Keeping Everyone Safe in Today's Learning Environments."

In this edWebinar, Dr. Luvelle Brown, superintendent of the Ithaca City School District, NY, Dr. Susan Enfield, superintendent of the Highline Public Schools, WA, Dr. Chris Gaines, superintendent of the Mehlville School District, MO, and Amy McLaughlin, Project Director, CoSN Cybersecurity Initiative, share their perspectives and experiences in dealing with the complexities of managing and assuring cybersecurity in today's K-12 learning environments. They will examine the liability concerns that arise when schools experience network security incidents and the impact those events can have on a district's professional reputation, as well as the effects cyberattacks have on teaching and learning. Strategies for effectively preventing, managing and communicating cybersecurity **threats will be reviewed.**

Free registration for the October 12 webinar is now available. [Click here.](#)

The complete list of free recordings of all previously broadcast EmpowerED Superintendent webinars is also available at <https://home.edweb.net/supers/>. In addition to the free access to live and recorded webinars, the EmpowerED Superintendent webinars are now accessible via podcast. Learn more at <https://home.edweb.net/podcasts/>.

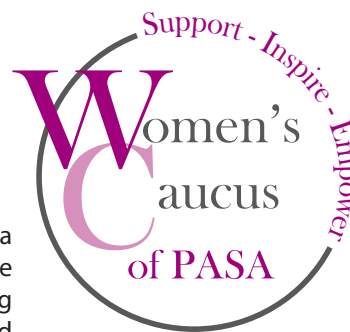
If your school or district would like more information about joining CoSN or getting more involved with CoSN, please contact Brian Calvary, CAE, CoSN Director of Membership and Chapters, at [bcalvary@cosn.org](mailto:bcalvary@cosn.org).





# PROGRESS OVER PERFECTION

BY LYNN FUINI-HETTEN, CAUCUS PRESIDENT AND  
ASSOCIATE SUPERINTENDENT, SALISBURY TOWNSHIP



Recently, I became part of the Peloton community. If you are a member of the community, you know what that means! Although Peloton has two fitness equipment options, I invested in the bike. Like our learning environments, the Peloton brand meets its members where they are in terms of their physical fitness and mindset. Peloton has a diverse collection of asynchronous and synchronous learning opportunities. You can take live classes with your favorite instructor, or you can take the archived classes on demand when it's convenient for you.

As a member of the family, you choose the type of class, the length of class, the music in the class, and even the instructor. The Peloton family includes instructors from all walks of life with a variety of teaching styles from loud, tough love to a quiet, strong presence.

One of my favorite instructors repeatedly says during the class, "Progress, not perfection." Progress, not perfection... what a simple, yet powerful idea. It sends the message that I don't need to be perfect; I just need to keep making progress. That looks a little different every time I access the classes, whether I get on that bike, go for the jog, or try the yoga/strength sessions. Sometimes it means instead of letting my mind wander five times in a short meditation, my mind only wanders twice. Progress, not perfection.

With the customizations, the fitness opportunity is personalized for me, and my progress is tracked. Admittedly, I love earning the badges, and I'm willing to run another half mile if it means I'll earn the silver badge instead of the bronze badge. Most of you who know me know I'm a little competitive. Just a smidge.

As we begin this 20-21 school year, we need to think of ourselves, our teachers, our leaders and our organizations through the lens of learners making progress. We are not perfect. Whether the learning environment is traditional face-to-face, hybrid, or fully remote, our teachers are planning instruction for our learners. Likely, many teachers are planning asynchronous (on-demand) and synchronous (live) classes! Hopefully, the instruction will be learner-centered and reflect our beliefs about learning, and this will take time. Through the live and on-demand classes, learners will use the formative and summative feedback to make progress.

Teachers and leaders are being asked to do something this year that they likely have not been trained to do. Throughout this process, we are going to make mistakes, and we're going to have self-doubt. Self-doubt is normal! There will be times where meetings don't go well or when we can't connect meaningfully with colleagues or learners virtually. Maybe a teacher is struggling with attendance in the virtual environment. Maybe a teacher needs help organizing his/her Google Classroom. Maybe a teacher

is getting critical feedback from a parent. We need to embrace the feeling we have when something didn't go as expected, and we need to be thoughtful and intentional about the next steps. Teachers and leaders are consistently reflective in an effort to improve their practice.

Many of us who are seasoned veterans are feeling like first year teachers and leaders as we enter the 2020-21 school year. No matter how organized our teachers are, and no matter how well planned our leaders are, there will be missteps. There will be snafus and mistakes, and we will try again another day. We will fail forward. I'm reminding myself that we need to move forward with progress instead of perfection. We need to give our teachers, our leaders, our parents and our learners grace as they make progress in this new learning environment. We will all have moments of failure, and we all need grace from each other as we continue to make progress.

Yes, we will have failures. But, we will also have successes and moments of joy! As we make progress, we need to celebrate those small successes along the way. As a leader, you may have a teacher approach you and share that all of her students got logged in to the Zoom session! Or, perhaps the teacher learned a new technology tool like Loom. Celebrate with that teacher. Take the time to recognize the small successes because every small success leads to progress.

Leaders are now supervising teachers in a virtual environment. What will that look like? How will leaders connect with teachers and learners when they can't walk down the hall to see them in their classrooms? How will we make progress to best support our teachers as they experience small as well as more significant successes? How will we provide the just-in-time professional learning our teachers need this year? Progress over perfection.

Let's not overlook there are opportunities in the school year that lie in front of us. Opportunities for our teachers to develop new skills and competencies. Opportunities for teachers and leaders to develop networks of other professionals across the country and around the world. Opportunities for learners to have a voice and a new learning system which has yet to be imagined. (Check out these opportunities curated by Education Reimagined - [GripTape](#), [Creative Bravery Festival](#), [Imagination University](#), [This Is Our Chance](#), and [Chegg Internships](#).) What opportunities lie within your schools, district, and/or community?

Throughout this year, we need to exercise patience. We need to be present. We need to be mindful and intentional. We've got this! We are in it for the long-haul, and we have an opportunity to get it right for each other and for our learners.

## SAVE THE DATE

**2021 Women's Caucus Conference**

**May 16 - 18**

**2021 Southeast Region Caucus Dinner**

**November 10**

## A FLAWED INTERPRETATION HITS SOME MAJOR BUMPS IN THE ROAD – AND THAT IS GOOD FOR PUBLIC SCHOOLS

On July 1, U.S. Ed. Sec. Betsy DeVos doubled down on her flawed interpretation of the equitable services guidance from April and released a final interim rule that would codify the guidance with the strength of law. In her rule, DeVos continued to conflate the allocation of resources in CARES with the use of resources to distract from the fact that her proposal shifts \$1.3 billion from public schools to private schools and is inherently inequitable. She framed CARES Act equitable services resources as a subsidy for private schools to keep them from going out of business/closing, a far cry from the reality of CARES Act funding, which is about getting emergency funding to kids. DeVos used the long-standing equitable services mechanism as a money grab to bolster private school coffers, when historically, the equitable services provisions have been focused on ensuring Title I-eligible students in private schools are served.

Giving the illusion of choice as a cover for a flawed policy proposal is unacceptable. This interim rule reaches into how schools use their CARES funding—something Congress was crystal clear to make very flexible—so as to force public schools to allocate money from Title I students to private schools. The proposal is anything but choice: if you want to implement equitable services as it has historically been done—and as Congress intended—you can only use your CARES funding in Title I schools.

This is a logistical and operational hurdle that unnecessarily complicates the work of safely reopening schools in the fall. And for states where the budget process has moved forward and a state has cut their education funding by the amount of CARES dollars your state received, this all but forces LEAs to set aside the higher proportion to private schools, or to be in non-compliance with supplement/not supplant, as DeVos grossly expanded her authority to apply this provision in the context of CARES.

That is why, through the spring and early summer, AASA engaged in an effort to oppose this flawed interpretation of the equitable services provision within the CARES Act.

Here is the good news: in mid-August, a one-two combo punch of court decisions out of Washington and California took significant momentum out of the flawed rule.

First, a federal judge in Washington state blocked the DeVos rule, a move that prevents it from being implemented in schools in that state. Three days later, a judge in California issued a similar injunction, preventing DeVos from implementing or enforcing her rule in at least eight states and some of the nation's largest public-school districts. The California decision prevents DeVos from carrying out her policy in, California, Hawaii, Maine, Maryland, Michigan, New Mexico, **Pennsylvania**, Wisconsin, and the District of Columbia, as well as for public school districts in New York City, Chicago, Cleveland and San Francisco.

The rulings amount to a major setback for DeVos, as she seeks to oversee the roughly \$16 billion pot of emergency assistance Congress laid out for K-12 schools in the CARES Act in March. However, she is expected to appeal these decisions.

Collectively, it is a win for equity, common sense policy and implementation of a statute as intended. There are two new court cases on the issue (AASA submitted an amicus in one case titled

NAACP vs. DeVos) and little doubt they will have a similar outcome. Moving forward, superintendents in states impacted by these decisions are free to implement equitable services as they always have, and as Congress intended in the CARES Act. For other states, the interim final rule continues to be in effect.

A safe, middle-of-the-road approach may be to counsel public schools to continue to place the higher share of funding aside—not making it available to private schools—until this issue is fully resolved. Moving the resources to private schools prematurely—especially when the flawed rule is likely to be gutted—could create a scenario where public schools are left trying to recover resources that can no longer be returned.

Ultimately, Congress should set the record straight in the next COVID relief package and dismiss the regulation and guidance on equitable services formally. We should not have to be in a position where districts and states are litigating over this regulation. Congress should step in and clarify the intent in distributing CARES funding as well as future relief.

Keep the pressure on Congress to act!

## ADVOCACY UPDATE

PASA continues to both provide information to members and advocate on their behalf. Some of these activities since the August issue of *The PASA Flyer* was published included the following:

- Dr. Mark DiRocco participated in virtual meetings with AASA and representatives from other state administrator associations to discuss return-to-school issues and concerns nationwide.
- Dr. DiRocco provided three special virtual briefings for school superintendents and executive directors focused on policy and guidance updates and sent post-briefing documents and links.
- PASA continued to advocate with the Governor's Office and legislative leaders for actions to address district liability issues involving return-to-school and the urgent need for charter school reform.
- Dr. DiRocco continues to speak with officials from the PA Departments of Education and Health to share questions from our members and seek clarity on state guidance.

PASA will continue providing information and advocacy for and on behalf of public school administrators both during this challenging time and moving forward.



## FEMA Decision on PPE Funding

In late August AASA sent a [letter](#) to FEMA signed by 20+ other education groups in response to an announcement that FEMA was considering eliminating PPE and disinfectants as eligible reimbursable expenses under Public Assistance for COVID-19. The letter urged FEMA to waive the state cost share for COVID-19 assistance and maintain the current guidance on emergency protective measures, and encouraged the Administration to provide clear guidance on eligibility of funding streams from across the federal government.

Unfortunately, FEMA announced on September 1 that it was discontinuing that funding as of September 15. AASA is continuing to pursue this issue.

## Schools

On August 31 the U.S. Department of Agriculture (USDA) announced it will extend several flexibilities associated with the Summer School Food Service Program (SFSP). Specifically, the move will enable SFSP and Seamless Summer Option meals to be served in all areas and at no cost, permit meals to be served outside of the typically-required group settings and mealtimes, waive meal pattern requirements as necessary and allow parents and guardians to pick-up meals for their children.

These extensions should allow school districts to continue serving free meals to children for the first semester of the school year, thereby ensuring that all students have continued access to well-balanced meals as the country recovers from the COVID-19 pandemic.

Looking ahead, USDA has stated that they will require additional budget authorities to extend the SFSP flexibilities throughout the entire 20-21 school year. AASA will continue to pressure the Hill for the funds necessary to ensure that all students have access to the federal school meals programs. However, this is still a significant victory in the fight to provide school system leaders with the maximum flexibilities necessary to serve students.

## Funding for Private Schools in Next COVID Package

AASA, which co-chairs the National Coalition for Public Education, organized a [coalition letter](#) to Congress last month urging House and Senate leaders to reject the GOP COVID-5 proposal that would funnel billions of dollars to private schools. The letter states that the next coronavirus relief legislation should support our public schools, rather than siphoning funding away from the public schools to fund private schools through direct grants or voucher programs.

## Virtual Conference in 2021

The 2021 National Conference on Education, scheduled for New Orleans, will instead be VIRTUAL and held over two days, February 18-19. The virtual format will provide convenience and safety for participants while still providing access to data, research and best practices shared among other superintendents and school districts across the nation. Watch the AASA website for information and updates at <https://nce.aasa.org/>.

## AASA Coronavirus Resources

AASA continues to work with federal officials and members of Congress to influence legislation and policy concerning the coronavirus pandemic and its effect on schools. The AASA website offers school leaders updated information and resources from the federal levels, including Congress, the CDC, the Department of Education and the Department of Agriculture. [Click here](#) to see a list of resources and information provided by AASA.

**Join AASA today** and become part of a supported community of school leaders nationwide who advocate for public education. AASA, The School Superintendents Association, is the only national organization that represents and promotes the concerns of chief school administrators across the nation! **See the AASA website, <https://nce.aasa.org>, for details or contact the PASA office.**

## WHAT YOU NEED TO KNOW!



For breaking education news and the latest from the Capitol, follow us on Twitter @PASASupts.

Find what you need to know in the weekly "Education Update." Watch your email on **Mondays** for the E-Update and link to this weekly report, a source for the latest in education and budget news from Harrisburg, Pennsylvania and the nation.



Check the PASA website at [www.pasa-net.org](http://www.pasa-net.org) for reports, testimony, the program and meeting schedule, archived Updates, the PASA Career Center (job postings)...and more!



# “NOTEWORTHY QUOTES”

"Supporting schools and other functions — courthouses and other related functions — are not direct emergency protective measures and therefore they're not eligible for [public assistance]." – Keith Turi, FEMA assistant administrator for recovery, announcing that FEMA, as of Sept. 15, would generally not reimburse states for the costs of cloth face coverings, PPE or disinfectants in nonemergency settings, including schools, public housing and courthouses

"To keep schools open will take a community effort as we work together as a larger community with our mitigation efforts." – Bernie Kepler, superintendent of the Palmyra Area SD

"Our teachers have been amazing. They dug deeply into learning the new systems and tools we have, so they can put them to good use. They've been really helpful with problem-finding and problem-solving," said Walsh. "They are being really resourceful and optimistic – as much as if not more than they were last spring when this all started. We may not have all the answers yet, but our teachers will undoubtedly find them." Dr. James Walsh, superintendent of Burgettstown Area School District, *Observer-Reporter*, 8/29

## From the General Assembly...

"My comment on this is simply this: the number one complaint I got as a former Education chairman from colleges and universities across the state was about the quality of the education and how they were reeducating our children coming out of high school. Between March and June of this year, we had a ton of complaints from across the state about public schools and the quality of education under online and virtual learning. The bottom line here is if the school districts do their job like they are supposed to do, you are not going to have parents asking for their child to repeat a grade.... I have high hopes all of our superintendents have had plenty of time to prepare and to teach, but in the end it is the responsibility of those superintendents at those public schools to do the job our cyber schools, the brick-and-mortar charter schools, our Catholic schools and our Christian schools, and private schools are doing. If they can't do it, then that is to their blame." – Rep. Stan Saylor (R-York), chairman of the House Appropriations Committee, commenting on HB 2788, that would allow parents to elect having their child repeat a grade in 2020-21 if they believe their education was sub-standard during the pandemic

"We also need to recognize that there are going to be costs for this pandemic for years to come and we shouldn't leave our children with an unfunded or partially-funded education in rooms that literally could see tremendous increases. To go from socially distanced classrooms...to literally cram students into these rooms will shortchange kids. To act as if there is no price tag to this and say it is a question of efficiency is wrongheaded, and I think it ignores the simple facts." – Rep. William Bradford (D-Montgomery), minority chair of the House Appropriations Committee, on his amendment to HB 2788 that would have transferred \$100 million in CARES money to boost funding for schools in 2020-21, thus enhancing education opportunity for students and reducing the need for them to repeat a grade. (The amendment failed along party lines.)

"Until we get a liability bill enacted, every school district knows that they will get sued." – Sen. Andrew Dinniman (D-Chester) during a Senate Education Committee meeting on September 3

## About Guidance on High School Sports...

"We're trying to do everything we can to make sure we get our kids back to learning. And I don't see how transporting whatever level, age, population back and forth across county borders is going to help in the effort to mitigate this disease and get us back to learning...Again, they [schools] have a decision to make on their own. I recognize I'm just one person — maybe I am the governor — but I am one person that has an opinion on what we ought to do here. I also recommended that ... Pennsylvanians avoid going to the Jersey Shore. I'm sorry, that's my recommendation. You do what you want, and school districts are going to do what they want. This is my recommendation. It was then; it still is." – Gov. Wolf during a press conference on August 13

"With the health and safety programs that the schools have, along with them being monitored by their local athletic trainer and health training staff, we believe that it's worth the opportunity to try [to have a fall season]. If it doesn't shake out, we'll go to Plan B, but we feel like we owe it to our schools to try." – PIAA executive director Dr. Robert Lombardi on a video conference after the PIAA vote to allow interscholastic athletics to continue this fall

"We had 155 votes in the house and only one 'no' vote in the Senate Education Committee. I think that's a pretty good bipartisan bill because it's not a Republican or Democrat issue. People want to see kids participating in these [athletics] activities and they want to be able to watch them." – Rep. Mike Reese (R-Westmoreland), on HB 2787, his bill to allow school districts the authority to determine how many spectators to allow in stands to watch athletic contests

"The governor has a deep appreciation for the importance of athletics and the role sports play in the lives of student-athletes. The governor's recommendation is grounded in public health evidence and a common-sense reaction to league after league cancelling or postponing their fall seasons, outbreaks across the country, growing evidence of higher transmission in children, protecting higher-risk adults, and the fundamentally important need to get kids back into learning in classrooms. Every gathering outside the classroom jeopardizes a school's ability to resume in-person instruction because it increases the risk of super-spreading events." – Lyndsay Kensinger, spokesperson for Gov. Wolf, in an emailed statement

"I don't know how we allow fans at this point. When you do the math, it's a no go." – Dr. Thomas Parker, superintendent of the Allentown SD on recently released guidance regarding spectators at school athletic events

"There is great irony in the fact that on issues of public health and high school sports, the state is all about local control. But when we come to educational topics — which is our area of expertise — we see lots of mandates and requirements." – Dr. Joseph Roy, superintendent of the Bethlehem Area SD, on decisions about whether to allow district sports to move forward

# MEMBER NEWS

**Dr. John George**, executive director-elect of the PA Association of Intermediate Units, and **Dr. Kevin Singer**, executive director of the Central Susquehanna Intermediate Unit, were among those testifying at an August 31 hearing of the House Democratic Policy Committee concerning HB 2760 (shared services). Both stressed that the shared services model saves taxpayers millions of dollars.

## REGION 3

**Dr. Neil English** is now serving as superintendent of the Riverview SD. He previously served as the district's curriculum coordinator and high school instructional principal. English replaces **Peggy DiNinno**, who retired after 27 years in education and as superintendent since 2012.

## REGION 14

**Dr. Khalid Mumin**, superintendent of the Reading SD, recently published *Problem Child: Leading Students Living in Poverty Towards Infinite Possibilities of Success*. The book, available on Amazon, offers a three-pronged approach at addressing teaching and leadership for students who grow up in underserved communities, examining not only the impact district leaders can have, but also how teachers and pedagogues in the classroom are greatly impacting student outcomes.

**Please report member news to PASA at [pasa@pasa-net.org](mailto:pasa@pasa-net.org).**

Announcements of professional vacancies across Pennsylvania and in neighboring states are posted on the PASA Web site at [www.pasa-net.org](http://www.pasa-net.org) (Click on the "Leadership Development" button and look for "Career Center.")

## COMMUNICATIONS TIP OF THE MONTH

"Investing ahead of the inevitable can be helpful. By encouraging community members, educators and school board members to promote the positive developments in your district, you will be prepared when the misinformation sources. Having a full and positive social media 'bank account' also allows you to avoid feeling compelled to respond to every drip, drip, drip of negative information from particular community members, thereby saving your responses for the most critical situations." – Curtis Finch, superintendent of the Deer Valley Unified School District in Phoenix, Arizona, from "The Drip, Drip, Drip of Misinformation," as published in the September issue of *School Administrator*, AASA's monthly publication. This month's issue describes approaches for getting students involved in civic and political life, including registration for voting.

# PASA CALENDAR

*All programs and meetings through December are virtual.*

See the PASA web site at [www.pasa-net.org](http://www.pasa-net.org).

## SEPTEMBER

- 10 Board of Governors' meeting
- 12 Supt. Letter Exam Test Prep Session
- 15 Professional Development Committee
- 16 Webinar: Combating Hatred
- 22-23 New Superintendents' Academy Part 1
- 28 Webinar: Building Culture from the Inside Out

## OCTOBER

- 1 **PASA membership year begins**
- 7 Professional Development Committee
- 12-13 National Superintendent Certification Program
- 14-15 PASA/PSBA School Leadership Conference
- 21 Webinar: Leading Students in Poverty to Success

## NOVEMBER

- 6 PA Summit for Assistant Superintendents and Supervisors
- 12 Board of Governors' meeting
- 16-17 New Superintendents' Academy Part 2
- 18 Webinar: Implicit Bias in Schools
- 19 National Superintendent Certification Program
- 26-27 PASA office closed

## DECEMBER

- 2 Professional Development Committee
- 16 Webinar: Culturally Relevant Leadership
- 24-31 PASA office closed



## PASA WEBSITE: CAREER CENTER

*Have an administrative position you need to fill? Or are you considering moving forward in your professional career?*

As a courtesy to school administrators, public school employers, and those seeking positions in school administration, PASA provides on its website the "[PASA Career Center](http://www.pasa-net.org)," a listing of school administrator job openings, both in Pennsylvania and in the Mid-Atlantic region. Vacancies and available positions for public schools are posted at no charge upon request and review.

To request a vacancy announcement posting on this web site, send a message to the [Webmaster](mailto:webmaster@pasa-net.org). Please include your phone number with your e-mail request. Information needed includes: position, entity, contact name/address, description of the position, application deadline and application process. Additional position information may be included, depending on length.

*(PASA reserves the right not to publish an open position or to modify submitted information.)*